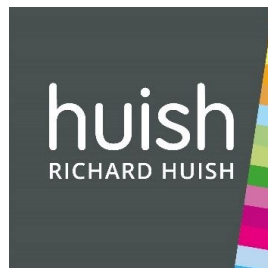


North Curry C of E Primary School

More Able Policy



Signed by:

H Morley Headteacher

G Slocombe Chair of governors

Date: 23rd September 2025

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Review date: September 2026

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Statement of intent

At North Curry School we have designed our creative curriculum with pupils' learning at the heart around our Christian school vision of loving learning, each other and life itself.

We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals living life in all its fullness (John 10,10).

In our school, our Christian vision shapes all we do and is underpinned by the Christian values of Koinonia, Kindness, Respect, Joy, Hope and Happiness.



We recognise that an enriching curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals within our community.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We recognise that all pupils should be challenged; learning from failures and celebrating successes through our Growth Mindset, Zones of Regulation and Mindfulness approach. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

1. Rationale

North Curry is viewed as a positive, welcoming, friendly and outstanding school that is well-integrated in the community. Our school vision 'TEAM' embraces 'Together Everyone Achieves More' through our values of loving learning, each other and life itself.

Our school provides a broad, balanced, challenging and exciting curriculum, which allows all children to reach their full potential in a enriching, stimulating, inclusive and safe environment.

We strive for all our pupils to be happy, engaged, hard-working, motivated, confident, determined, well-mannered, respectful of others, caring, well rounded citizens and willing to contribute to all aspects of school life. We have outstanding and punctual attendance with all

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children wanting to be there. We have a learning environment which is welcoming. It is stimulating, exciting, interesting, enabling, safe, creative, motivating, promotes independence, enriching and also caters for all learning styles. Most importantly, it is fun. The outdoor environment is stimulating, multi-sensory, colourful, friendly, welcoming, safe and rich with resources which are used effectively. Our curriculum is creative, engaging, motivating, child-led, enriching, inclusive, broad, meets everyone's needs, flexible, achievable for all, owned by the pupils and promotes links with our local and global communities. The pupils' full potential is achieved. All pupils receive individual, targeted and tailored support which meets their physical, social, academic, mental and emotional needs. This includes outstanding links between school and home. Purposeful opportunities are provided for all staff to develop with up to date and relevant training. All staff are performance managed effectively and through this, opportunities for development are discussed. Parents are supportive, work effectively in partnership with the school and assist with their child's development. The school utilises the skills of parents and their contribution is valued by school.

2. Aims

To identify more able children using a range of agreed criteria. This will provide us with a whole school, consistent approach.

To encourage children to develop a growth mindset approach to their learning.

To encourage children to take risks and to understand that we learn from mistakes.

To encourage children to think and work independently.

To provide opportunities and resources so that more able, gifted and talented children can deepen their learning beyond the level of their peer group where this is appropriate.

To set work that challenges, deepens, extends or enriches the children throughout the curriculum where appropriate.

To ensure that there are opportunities for the children to engage in higher order thinking skills within the curriculum where appropriate.

To encourage parents to act as partners in extending their children's learning opportunities and developing particular skills and talents.

3. Roles and Responsibilities

The Senior Leadership Team

The Senior Leadership Team is responsible for:

- Supporting the head teacher in leading whole-school improvement in more able education
- Allocating a proportion of Pupil Premium and PE Premium funding for more able pupils as and when appropriate and viable

The Head teacher

The Head teacher is responsible for:

- Compiling a register and updating it regularly
- Encouraging identification of more able, gifted and talented pupils
- Disseminating information and offering advice

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- Identifying training needs
- Encouraging a positive whole school ethos
- Keeping up to date on research and national and local initiatives
- Monitoring and reviewing progress
- Reviewing the policy
- Linking with outside agencies

Other Subject Leaders

The Subject Leaders are responsible for:

- Ensuring policies make reference to more able pupils
- Advising staff on the provision for their subjects when required

Class Teachers

Class teachers are responsible for:

- Identifying more able pupils
- Planning for their needs
- Involving parents where appropriate

4. Monitoring and review

The Head teacher will regularly monitor:

- The number of pupils who are on the register
- The strategies that have been implemented to cater for the pupils in their learning
- Details of any in-service provision
- An outline of any special projects that have been undertaken
- Future priorities, including resources

5. Definitions

At North Curry School:

More Able ~ refers to those children who are achieving at the upper end of the ability range across a number of areas of the curriculum i.e. all rounders and all pupils who are capable of excelling in one or more academic subjects.

6. Identification Strategies

We use a range of strategies to identify more able pupils. The identification process is ongoing and begins when a child joins our school.

The following strategies are used to identify more able pupils:

- Teacher/Teaching Assistant Observation ~ staff have a good understanding of the importance of identifying a broad range of abilities and talents. We recognise that it is important to identify those who, at first, do not present as more able as well as those who do. We accept that some children may not conform to accepted standards of work or

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behaviour, may have motivational or emotional problems, or may come from different cultural or ethnic backgrounds.

- Use of Databases ~ use of the Bromcom assessment tracking program. This is particularly useful in identifying the able underachiever.
- Test Results ~ these include EYFS Profile assessment data, Yr 1 Phonics Screening, Year 6 National SATs tests, reading and spelling tests, standardised test scores, school based tests, records from previous schools. (We recognise the limitations of tests as they may not identify an able underachieving child).
- Information from parents ~ we believe that parental information on their child's needs plays a vital role in helping us identify a more able child. Parents can sometimes draw attention to specific skills and talents which their child does not demonstrate in a school situation.
- Pupil Self Awareness ~ pupils are encouraged to develop an awareness of their own strengths and areas for development.
- Peer Group ~ a pupil's peer group may offer unexpected insights.
- Whole School Enrichment Activities ~ these not only give us the opportunity to make provision for those children already identified as more able, gifted or talented, but also provide opportunities for observation of those children not yet recognised.
- Extra-Curricular Activities ~ these provide opportunities not only to celebrate achievement but also to assess and monitor an individual child's ability and progress.
- External Experts ~ for example PE Coach and extra-curricular provision.
- Checklists ~ general and subject specific.

Identification of the more able underachiever

At the age of 16 Roald Dahl's report read – "The boy is an indolent and illiterate member of the class". Staff are aware that some children might be able underachievers. The following lists the characteristics that may apply to the able underachiever:

- Critical of school and its values
- Abrasively humorous with an ironic perception of other people's weakness and motives
- Orally good while written work may be poor or incomplete
- Not interested in seeking the teacher's approval
- Apparently bored and unmotivated
- Inventive and original but impatient and reluctant to persevere
- Quick to learn new concepts
- Restless and easily distracted; also the cause of distraction to others
- Friendly with older students or adults, rejecting peer group
- Able to pose and solve problems, especially if unrelated to school tasks
- Challenging in behaviour; suffering from low esteem
- Setting unrealistic goals – too high or too low
- Able to ask provocative searching questions
- Unwilling to do routine work

7. Registers

Although many pupils who are identified as more able will continue to make progress as expected, inclusion on the More Able register is a flexible process which reflects the current

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needs of individual pupils. As with the SEND register, pupils may move on and off the register as their circumstances change.

INTERNAL REGISTERS

Teachers identify pupils who they feel to be **potentially** more able and place them on our vulnerable register. They will monitor these children and review their progress regularly.

Pupils who have been identified as being **potentially** more able or **underachieving** are also monitored carefully. All registers are reviewed and updated at the beginning of each term during KEO/Vulnerable Surgeries and at the end of term with Pupil Progress Meetings.

8. Provision

Teaching and Learning

We aim to provide a broad and balanced curriculum that encourages **all** pupils to pursue and develop their individual abilities and interests. For the majority of pupils identified as more able provision will be made within normal curriculum planning and differentiation.

9. Organisation

Classroom Strategies

- Variety of teaching and learning styles
- Quality first teaching ~ teacher expertise / good subject knowledge / high expectations
- Planned appropriate differentiation
- Challenge and pace through a variety of tasks
- Teacher time, intervention and questioning to lead to higher order levels of thinking
- Balance between open ended problem solving, reasoning and closed timed tasks
- Teaching the skills for, and encouraging independent learning
- Emphasis on quality not quantity
- Focus in Early Years on quality focussed child's interactions
- Groupings according to preferred learning styles, interests, ability, mixed ability etc.
- Resources ~ available and at a suitable level
- Target setting and evaluation of own progress
- Time for reflection during lesson time
- Promoting a Growth Mindset and the language associated with it
- Thinker's Keys activities
- Zones of Regulation

Whole School Strategies

- Positive whole school ethos ~ this is approached through PSHE, Circle Time and Assemblies to enhance respect for pupil diversity
- Enrichment Weeks
- Specialist Teachers
- Residential Trips, Visits Out, Visitors In
- Extra Curricular Clubs e.g. art, creativity, multi-skills
- Cross Phase Liaison ~ for early identification, continuity and progression

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- Additional Opportunities ~ for example competitions, publishing, challenges, productions, concerts

10. Equal Opportunities and SEND

At North Curry School every child is valued, respected and challenged. We believe in excellence for **all** children and equality of opportunity. We believe that all children have the right to fulfil their potential in a challenging, supportive and enjoyable way.

We are aware that pupils who have Special Educational Needs in certain areas of the curriculum may in fact be more able in other areas of the curriculum.

This policy will be reviewed annually by the Governing Body.

The next scheduled review date for this policy is September 202.